**LESSON PLAN**

**Name:** Jessica Torres **Date:** November 21, 2011

**Subject:** Math **Grade Level:** 6 **Length of Lesson:** 50 minutes

**Lesson Plan Title**: Verbal and Algebraic Expressions

**Content Standard:** 3 - Algebra

**Materials & Resources:**

Quick Question (Provided)

Worksheet 7.1

Smart Board

FACEing math worksheet

FACEing math Template

# PLANNING

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| **Unit Goal(s):** GLE 0606.3.5 Use multiple representations including symbolic algebra to model and/or solve contextual problems that involve linear relationships. |
| **Learning Objectives:** SPI 0606.3.5 Translate between verbal expressions/sentences and algebraic expressions/equations. |
| **Enduring Understandings:**   * CONCEPT(S): * Recognize and identify verbal expressions/sentences. * Recognize and identify algebraic expression/equations. * Write a verbal phrase for a variable expression. * ESSENTIAL QUESTIONS: * What is a verbal expression/sentence? * What is an algebraic expression/equation? * How do we write a verbal phrase for the variable expression? |
| **Interdisciplinary Connections:**  Reading:  6.1.01 Continue to develop oral language and listening skills.   1. Model active listening in both formal and informal skills. 2. Know and use rules for conversations. |

# INSTRUCTION

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| **INTRODUCTION or Anticipatory Set Time: 5 minutes**  As the students come into the classroom there will be a quick question on the smart board. This is something that they do daily to get them settled about to start thinking about math. They write their answer on paper and then I will discuss the answer with them and ask for any questions they might have. |
| **BODY (Activities & Practice)** |
| **Activities**  **Time: 40 minutes**  Each student will receive a worksheet that the classroom teacher provided me with. The teacher will model the first one for the students. The teacher will ask for help from a student on numbers 2 and 3 and then the students will do 4, 5, and 6 individually. I will do the same for the next section. I will model number 7 and have a student help me with number 8, and the students will do 9 and 10 individually. In the next section I will model number 11 and the students will do numbers 12 and 13 individually. We will check for understanding throughout the worksheet by randomly asking the students for their answers after each section. I will also ask for any questions after each section. (Approximately 20 minutes)  Each student will receive a FACEing math Lesson 1: Algebraic Expressions, Variables, and Order of Operations paper. They will also receive the face template. They will be able to work with a partner to complete this “face”. When answering they have to pick either A or B and they will draw the face how it says. In the end, the face will look a certain way if they chose all the correct answers. The teacher will walk around and check to see if they have the correct answers. This worksheet has some of the new material on it and some review. (Approximately 20 minutes) |
| **CLOSURE Time:** 5 minutes  The students will receive a piece of paper that has 2 questions it. By answering correctly the teacher will see if the students can translate between verbal expressions/sentences and algebraic expressions/equations. This paper will be their “exit ticket”. This is something that the school does frequently. The teacher will also do the fast five assessment to see how they feel about the material learned. |

**ASSESSMENT**

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| **Evaluation:**  Informal: Students will be assessed informally by teacher observation and by their participating during discussion and completing the problems on the board. They will also be evaluated by showing with their hands from one to five their understanding of the material.  Formal: Students will be formally assessed by their exit ticket that they will do at the end of the class. |

**Alternative and/or Supplemental Activities/Extensions:** If some students do not do well in pairs I will tell them to work individually with the FACEing math activity. If we have extra time then I will have some more problems ready that we can do on the board.

**Reteaching:** The students have already been working on this concept. They are completing this section so they can take a quiz the following day. If someone is having trouble with this concept then we can go back to the beginning of the section and discuss writing algebraic expressions and how to tie it to real-life experience.

**References**: Classroom Teacher provided worksheet and FACEing math material.